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ABSTRACT

This report on public and private school teachers presents data on personal characteristics, highest degree earned, years of experience, type of certification, salary and incentives, and nonschool employment. National estimates are provided for all data, and state estimates for public school teachers' highest degree earned, years of experience, and salary. The data were collected on the Public and Private School Teachers Questionnaires, two of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), developed by the U.S. Department of Education's National Center for Education Statistics and conducted by the U.S. Bureau of the Census. The data are displayed in 13 tables. The survey methodology is described in the technical notes. Information on the source for more information is provided, and the Public School Teachers Questionnaire is appended along with a notation on the differences in a few response items on the Private School Teachers Questionnaire. (JD)

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Charles H. Hammer
and
Elizabeth Gerald
Elementary and Secondary Education Statistics Division

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Selected Characteristics of Public and Private School Teachers: 1987-88

Introduction

This report on public and private school teachers presents data on personal characteristics, highest degree earned, years of experience, type of certification, salary and incentives, and nonschool employment. The data were collected on the Public and Private School Teachers Questionnaires, two of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), a survey developed by the U.S. Department of Education's National Center for Education Statistics, and conducted by the U.S. Bureau of the Census. This report provides national estimates for all data, and State estimates for public school teachers' highest degree earned, years of experience, and salary.

The SASS was a mail survey which collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of the SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEA's).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teachers Questionnaire.
7. The Private School Teachers Questionnaire.

The survey methodology is described in the Technical Notes section which follows presentation of the tables.

Table 1.--Number and percentage of teachers by selected characteristics: 1987-88

Characteristic	Public		Private	
	Number	Percent	Number	Percent
Total teachers	2,323,204	100.0	307,131	100.0
Sex				
Male	681,161	29.3	66,785	21.7
Female	1,631,168	70.2	239,975	78.1
Not reported	10,875	0.5	370	0.1
Race				
Am. Indian, Aleut, Eskimo	24,670	1.1	2,827	0.9
Asian or Pacific Islander	21,307	0.9	3,987	1.3
Black	190,018	8.2	7,165	2.3
White	2,050,400	88.3	288,432	93.9
Not reported	36,810	1.6	4,719	1.5
Ethnic origin				
Hispanic	67,084	2.9	8,569	2.8
Non-Hispanic	2,207,746	95.0	292,566	95.3
Not reported	48,374	2.1	5,995	2.0
Age				
Less than 30	310,901	13.4	65,843	21.4
30 to 39	813,204	35.0	104,287	34.0
40 to 49	752,301	32.4	83,021	27.0
50 or more	416,857	17.9	49,378	16.1
Not reported	29,941	1.3	4,601	1.5
Marital Status				
Married	1,690,308	72.8	196,574	64.0
Widowed, divorced, or separated	277,767	12.0	23,342	7.6
Never married	335,426	14.4	82,257	26.8
Not reported	19,703	0.8	4,959	1.6
Level				
Elementary	1,181,578	50.9	159,893	52.1
Secondary	1,141,626	49.1	147,238	47.9
Region				
Northeast	495,704	21.3	89,056	29.0
West	398,133	17.1	46,292	15.1
South	818,588	35.2	90,588	29.5
Midwest	610,779	26.3	81,194	26.4

NOTE: Details may not add to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 2.--Number of teachers by highest degree earned, and by selected characteristics: 1987-88

Characteristic	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate *
Public							
Total teachers	2,323,204	4,905	9,991	1,211,903	929,421	145,469	21,185
Sex							
Male	681,161	3,809	7,900	301,001	305,947	51,301	11,011
Female	1,631,168	--	2,078	906,073	617,903	93,705	10,175
Race							
Am. Indian, Aleut, Eskimo	24,670	--	--	12,498	9,854	1,819	--
Asian or Pacific Islander	21,307	--	--	11,390	5,993	2,857	--
Black	190,018	--	--	95,151	79,638	11,281	2,744
White	2,050,400	4,371	8,786	1,074,833	818,345	126,902	16,990
Ethnic origin							
Hispanic	67,084	--	--	40,847	19,858	4,480	--
Non-Hispanic	2,207,746	4,641	8,987	1,148,701	887,811	137,698	19,598
Age							
Less than 30	310,901	--	--	257,791	47,850	3,341	--
30 to 39	813,204	--	2,443	433,590	329,820	42,152	3,969
40 to 49	752,301	1,669	3,393	332,769	346,017	59,023	9,411
50 or more	416,857	1,900	3,465	176,264	189,868	38,894	6,465
Level							
Elementary	1,181,578	--	--	671,533	436,487	65,865	6,724
Secondary	1,141,626	4,477	9,761	540,369	492,934	79,604	14,461
Private							
Total teachers	307,131	8,866	4,495	188,348	91,321	8,840	5,261
Sex							
Male	66,785	--	--	33,982	25,504	2,434	3,357
Female	239,975	7,728	4,098	154,056	65,782	6,406	1,904
Race							
Am. Indian, Aleut, Eskimo	2,827	--	--	1,900	--	--	--
Asian or Pacific Islander	3,987	--	--	2,120	--	--	--
Black	7,165	--	--	5,049	1,095	--	--
White	288,432	8,432	4,157	176,848	86,180	8,275	4,541
Ethnic origin							
Hispanic	8,569	--	--	5,211	1,692	--	--
Non-Hispanic	292,566	8,019	3,853	179,904	87,618	8,134	5,037
Age							
Less than 30	65,843	2,310	--	54,898	7,508	--	--
30 to 39	104,287	2,762	2,256	61,882	32,695	3,242	--
40 to 49	83,021	1,955	--	43,086	32,469	2,601	2,140
50 or more	49,378	1,608	--	25,883	17,157	2,499	--
Level							
Elementary	159,893	6,071	2,862	113,399	33,580	3,355	--
Secondary	147,238	2,795	1,633	74,949	57,741	5,485	4,635

* Includes a very small number of law and medicine degree recipients.
-- Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.
NOTE: Cell entries may be underestimates due to item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88

Table 3.--Number of teachers by years of full-time teaching experience and by selected characteristics: 1987-88

Characteristic	Total	Years of full-time teaching experience			
		Less than 3	3 to 9	10 to 20	Over 20
Public					
Total teachers	2,323,204	185,396	604,635	1,033,641	496,939
Sex					
Male	681,161	42,479	132,687	301,566	203,901
Female	1,631,168	142,353	469,242	727,088	290,421
Race					
Am. Indian, Aleut, Eskimo	24,670	1,497	6,177	12,002	4,905
Asian or Pacific Islander	21,307	2,451	4,673	9,281	4,902
Black	190,018	12,077	37,169	87,352	53,088
White	2,050,400	166,289	547,129	908,694	426,117
Ethnic origin					
Hispanic	67,084	7,995	22,267	27,432	9,317
Non-Hispanic	2,207,746	174,202	573,770	983,708	473,570
Age					
Less than 30	310,901	113,325	196,536	--	--
30 to 39	813,204	48,491	273,627	489,716	--
40 to 49	752,301	17,096	105,482	413,822	215,265
50 or more	416,857	5,082	23,949	116,204	270,910
Level					
Elementary	1,181,578	99,053	323,700	523,329	234,400
Secondary	1,141,626	86,343	280,935	510,312	262,540
Private					
Total teachers	307,131	56,640	114,858	91,529	41,522
Sex					
Male	66,785	12,385	19,321	22,495	12,392
Female	239,975	44,122	95,393	69,000	29,130
Race					
Am. Indian, Aleut, Eskimo	2,827	--	--	--	--
Asian or Pacific Islander	3,987	--	--	--	--
Black	7,165	1,939	2,932	1,518	--
White	288,432	52,696	107,943	86,196	39,233
Ethnic origin					
Hispanic	8,569	1,828	3,446	2,144	--
Non-Hispanic	292,566	54,243	109,218	87,380	39,551
Age					
Less than 30	65,843	31,137	33,860	--	--
30 to 39	104,287	16,225	47,332	39,839	--
40 to 49	83,021	6,649	26,231	36,546	12,801
50 or more	49,378	1,994	5,503	13,559	28,051
Level					
Elementary	159,893	29,427	64,780	45,819	18,874
Secondary	147,238	27,213	50,078	45,710	22,648

-- Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 4.--Average total earned income, base salary, and salary supplements for full-time publlic and private school teachers, by selected characteristics: 1987-88

Characteristics	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
Public						
Total teachers	$28,189	$26,230	705,223	$2,134	361,360	$1,810
Sex						
Male	32,436	28,244	335,374	2,691	135,044	2,152
Female	26,345	25,350	368,186	1,620	225,321	1,608
Race						
Am. Indian, Aleut, Eskimo	28,401	25,984	8,184	3,836	3,850	2,817
Asian or Pacific Islander	30,176	28,372	5,818	2,342	3,686	1,995
Black	27,821	25,965	39,881	3,271	35,126	2,234
White	28,199	26,236	642,540	2,031	314,727	1,738
Ethnic origin						
Hispanic	27,235	25,103	19,271	2,877	13,356	2,581
Non-Hispanic	28,209	26,257	674,173	2,094	342,407	1,773
Age						
Less than 30	21,228	19,257	117,832	1,881	54,067	1,880
30 to 39	26,359	24,447	260,051	2,127	132,525	1,761
40 to 49	30,635	28,556	231,417	2,142	122,413	1,779
50 or more	32,550	30,826	91,006	2,387	49,785	1,955
Level						
Elementary	26,660	25,578	206,247	1,818	155,180	1,646
Secondary	29,717	26,879	498,977	2,264	206,179	1,934
Private						
Total teachers	$18,318	$16,562	48,559	$2,026	39,231	$2,163
Sex						
Male	23,237	19,606	20,404	2,530	11,439	2,368
Female	16,924	15,693	28,156	1,662	27,792	2,079
Race						
Am. Indian, Aleut, Eskimo	20,019	18,179	--	--	--	--
Asian or Pacific Islander	23,992	21,914	--	--	--	--
Black	16,837	15,267	--	--	1,569	2,228
White	18,249	16,519	46,257	2,010	35,235	2,146
Ethnic origin						
Hispanic	18,360	16,385	--	--	--	--
Non-Hispanic	18,293	16,563	46,609	2,055	37,315	2,150
Age						
Less than 30	15,708	13,755	13,330	1,289	11,064	1,922
30 to 39	18,340	16,719	17,520	1,862	14,057	2,328
40 to 49	20,044	18,271	12,864	2,507	9,497	2,369
50 or more	19,215	17,630	4,392	3,549	4,183	1,845
Level						
Elementary	16,122	14,957	13,183	1,828	16,494	2,234
Secondary	21,017	18,540	35,377	2,100	22,737	2,111

NOTE: Total earned income may include income from nonschool employment in addition to base and supplemental salaries.
-- Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details of teacher counts may not add to totals due to rounding or missing values in cells with too few sample cases or item nonresponse.
NOTE: Full-time teachers includes regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 5.--Number of teachers receiving pay incentives: 1987-88

Pay incentive	Public	Private
Total teachers	2,323,204	307,131
Total receiving at least one incentive	570,339	69,846
As a master or mentor teacher	208,420	22,126
For teaching in a field of shortage	28,769	4,757
For teaching in a high priority location	28,130	3,083
Career ladder salary increase	363,237	43,241
For exceptional performance	54,970	13,221
For schoolwide performance improvement	60,184	11,951

NOTE: Numbers in details include multiple responses.
NOTE: Cell entries for teacher counts may be underestimated due to item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 6.--Number of full-time teachers who have nonschool employment, by sector and selected characteristics: 1987-88

Characteristic	Time of year			Time of year		
	School year only	Summer only	All year	School year only	Summer only	All year
	Public school teachers			Private school teachers		
Total teachers	121,894	162,185	207,623	18,046	29,708	29,999
Sex						
Male	59,682	71,389	126,863	6,189	8,983	12,395
Female	61,889	90,235	80,392	11,857	20,725	17,605
Race						
Am. Indian, Aleut, Eskimo	--	2,038	2,355	--	--	--
Asian or Pacific Islander	--	--	1,543	--	--	--
Black	8,821	12,808	13,935	--	--	--
White	108,851	143,931	187,620	17,023	28,095	28,797
Ethnic origin						
Hispanic	2,595	4,578	4,432	--	--	--
Non-Hispanic	117,273	155,362	199,627	17,612	28,417	29,409
Age						
Less than 30	16,176	52,688	35,262	3,270	14,605	11,512
30 to 39	40,452	54,132	71,656	5,865	9,670	10,139
40 to 49	43,900	38,565	71,582	5,133	3,340	6,105
50 or more	20,771	15,854	27,694	3,651	1,816	2,152
Marital Status						
Married	81,880	101,335	141,773	10,644	14,102	11,856
Widowed, divorced, separated	18,584	18,897	24,372	2,886	1,975	2,082
Never married	20,858	41,382	40,184	4,471	13,389	12,550
School year base salary						
Below $10,000	3,149	4,808	3,096	1,878	5,105	2,875
$10,000 to 14,999	1,476	4,652	3,683	6,006	11,278	11,399
$15,000 to 19,999	20,278	51,727	42,330	4,242	7,530	8,480
$20,000 to 24,999	30,128	45,064	56,166	3,231	3,444	4,130
$25,000 to 29,999	26,597	24,828	43,126	1,680	1,418	2,206
$30,000 or more	36,972	25,301	55,789	--	--	--
Level						
Elementary	44,222	66,852	68,816	7,999	16,801	12,292
Secondary	77,673	95,334	138,808	10,047	12,907	17,707

-- Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases or item nonresponse.
NOTE: Cell entries for teacher counts may be underestimates due to item nonresponse.
NOTE: Full-time teachers includes regular full-time teachers, itinerant teachers, and long-term substitutes who were full-time.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 7.--Number of public school teachers by type of certification in primary and secondary teaching assignment fields.

Type of certification	Teaching Assignment: Primary Field	Teaching Assignment: Secondary Field
Regular or standard	1,693,215	297,413
Probationary	55,772	11,648
Temporary or emergency or provisional	100,070	18,013
Reported certification but not type	0	90,299
None	60,403	225,398
No secondary assignment		1,450,228
Not reported	413,745	230,206

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 8.--Number of public school teachers by highest degree earned, and by State: 1987-88

State	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate *
United States	2,323,204	4,905	9,991	1,211,903	929,421	145,469	21,185
Alabama	38,678	--	--	15,658	19,661	2,574	--
Alaska	6,911	--	--	4,090	2,464	--	--
Arizona	29,858	--	--	16,808	11,453	1,360	--
Arkansas	27,543	--	--	18,307	8,268	--	--
California	183,784	--	--	101,721	57,735	21,245	2,829
Colorado	31,754	--	--	16,009	13,923	--	--
Connecticut	34,137	--	--	7,764	19,953	5,669	--
Delaware	5,335	--	--	3,478	1,474	--	--
D. of Columbia	5,198	--	--	2,233	2,287	--	--
Florida	89,562	--	--	52,617	32,325	2,864	--
Georgia	62,897	--	--	28,566	29,654	3,465	--
Hawaii	8,691	--	--	4,654	1,399	2,356	--
Idaho	10,805	--	--	7,827	2,382	--	--
Illinois	102,000	--	--	52,464	42,799	5,827	--
Indiana	55,972	--	--	8,435	44,208	2,820	--
Iowa	40,991	--	--	26,907	12,786	--	--
Kansas	30,207	--	--	16,097	12,953	--	--
Kentucky	36,830	--	--	8,721	18,531	8,928	--
Louisiana	39,387	--	--	21,117	12,101	5,420	--
Maine	15,329	--	--	10,549	4,093	--	--
Maryland	38,557	--	--	15,795	19,588	--	--
Massachusetts	62,020	--	--	28,821	27,312	4,550	--
Michigan	81,517	--	--	32,462	45,298	3,261	--
Minnesota	43,682	--	--	28,219	13,653	--	--
Mississippi	28,740	--	--	16,339	10,577	1,475	--
Missouri	53,426	--	--	27,841	22,205	2,037	--
Montana	13,418	--	--	10,139	2,758	--	--
Nebraska	22,705	--	--	13,969	7,824	--	--
Nevada	8,631	--	--	4,059	3,607	858	--
New Hampshire	10,770	--	--	7,020	3,005	--	--
New Jersey	82,344	--	--	47,421	26,699	6,672	--
New Mexico	15,429	--	--	7,310	7,207	--	--
New York	174,828	--	--	56,032	100,337	15,372	2,354
North Carolina	58,237	--	--	38,977	17,221	--	--
North Dakota	9,031	--	--	7,425	1,437	--	--
Ohio	103,358	--	--	56,774	41,053	3,494	--
Oklahoma	40,988	--	--	22,542	15,967	2,158	--
Oregon	25,422	--	--	13,697	9,949	1,589	--
Pennsylvania	100,453	--	--	47,941	43,664	6,935	--
Rhode Island	8,886	--	--	3,299	4,755	--	--
South Carolina	36,069	--	--	18,037	15,526	1,720	--
South Dakota	10,434	--	--	8,595	1,657	--	--
Tennessee	43,747	--	--	22,833	16,834	3,191	--
Texas	183,443	--	--	118,166	54,352	7,593	--
Utah	16,385	--	--	12,093	3,275	--	--
Vermont	6,935	--	--	3,990	2,735	--	--
Virginia	60,435	--	--	37,202	20,611	--	--
Washington	39,401	--	--	27,284	10,024	1,571	--
West Virginia	22,943	--	--	11,907	8,898	1,744	--
Wisconsin	57,458	--	--	36,286	18,869	2,180	--
Wyoming	7,644	--	--	5,403	2,075	--	--

* Includes a very small number of law and medicine degree recipients.
-- Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.
NOTE: Cell entries may be underestimates due to item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 9.--Number of public school teachers by years of full-time teaching experience and by State: 1987-88

State	Total	Years of full-time teaching experience			
		Less than 3	3 to 9	10 to 20	Over 20
United States	2,323,204	185,396	604,635	1,033,641	496,939
Alabama	38,678	2,895	10,295	18,290	7,171
Alaska	6,911	514	2,050	3,647	700
Arizona	29,858	3,190	9,826	12,413	4,387
Arkansas	27,543	2,384	9,466	12,016	3,677
California	183,784	16,307	44,144	73,393	49,810
Colorado	31,754	2,442	9,044	14,238	5,973
Connecticut	34,137	--	7,475	15,551	9,048
Delaware	5,335	--	1,328	2,431	1,278
D. of Columbia	5,198	--	--	2,246	1,977
Florida	89,562	9,748	25,983	39,150	14,599
Georgia	62,897	5,523	20,148	29,042	8,185
Hawaii	8,691	1,168	1,328	3,291	2,903
Idaho	10,805	1,108	3,508	4,853	1,316
Illinois	102,000	6,718	23,056	44,360	27,617
Indiana	55,972	3,892	13,177	25,776	13,085
Iowa	40,991	3,135	9,913	16,352	11,592
Kansas	30,207	2,468	9,557	12,866	5,316
Kentucky	36,830	2,779	9,314	17,504	7,214
Louisiana	39,387	2,876	11,030	18,417	7,063
Maine	15,329	1,345	4,192	6,832	2,930
Maryland	38,557	3,795	7,088	18,786	8,788
Massachusetts	62,020	3,689	13,290	30,324	14,718
Michigan	81,517	5,830	13,777	39,730	22,179
Minnesota	43,682	3,243	9,851	18,087	12,353
Mississippi	28,740	2,315	8,115	13,299	5,011
Missouri	53,426	4,285	16,114	23,017	9,969
Montana	13,418	1,180	4,107	5,904	2,227
Nebraska	22,705	1,944	6,490	9,760	4,459
Nevada	8,631	807	2,269	3,776	1,779
New Hampshire	10,770	979	3,530	4,688	1,542
New Jersey	82,344	5,191	17,812	39,490	19,732
New Mexico	15,429	1,182	4,571	6,944	2,710
New York	174,828	12,443	41,806	77,055	43,289
North Carolina	58,237	3,693	15,596	26,729	12,037
North Dakota	9,031	1,012	3,079	3,231	1,686
Ohio	103,358	8,522	23,613	49,148	21,907
Oklahoma	40,988	3,072	14,621	17,683	5,587
Oregon	25,422	2,734	7,238	10,519	4,835
Pennsylvania	100,453	5,094	17,286	51,337	26,653
Rhode Island	8,886	--	1,431	4,890	2,085
South Carolina	36,069	3,669	10,520	15,636	6,244
South Dakota	10,434	1,183	3,609	3,811	1,830
Tennessee	43,747	3,682	11,677	19,686	8,659
Texas	183,443	17,856	63,875	74,412	27,152
Utah	16,385	2,590	5,757	5,548	2,467
Vermont	6,935	757	1,994	3,030	1,126
Virginia	60,435	4,450	16,584	27,473	11,817
Washington	39,401	2,688	9,903	17,983	8,808
West Virginia	22,943	1,648	6,795	10,736	3,764
Wisconsin	57,458	3,808	14,294	24,923	14,345
Wyoming	7,644	--	2,466	3,336	1,337

-- Too few sample cases (fewer than 30) for a reliable estimate.
NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.
NOTE: Cell entries may be underestimates due to item nonresponse.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 10.--Average total earned income, base salary, and salary supplements for full-time public school teachers, by State: 1987-88

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
United States	$28,189	$26,230	705,223	$2,134	361,360	$1,810
Alabama	23,530	22,223	5,909	3,054	4,163	2,319
Alaska	44,004	41,250	2,020	2,591	375	3,825
Arizona	28,131	26,122	9,837	1,801	3,877	1,410
Arkansas	20,367	19,290	4,751	1,760	2,733	2,345
California	34,565	31,917	56,811	2,706	36,618	2,087
Colorado	28,428	26,434	10,289	1,970	4,017	2,075
Connecticut	34,071	32,292	9,439	1,693	5,521	1,171
Delaware	29,794	27,829	1,756	1,147	605	1,983
D. of Columbia	34,546	32,436	1,905	1,856	1,428	2,302
Florida	25,698	23,710	27,214	2,110	23,462	2,116
Georgia	25,746	24,197	12,302	2,864	11,401	1,892
Hawaii	28,029	26,070	1,502	1,795	1,528	2,075
Idaho	22,625	21,038	2,951	1,718	1,308	2,219
Illinois	29,164	27,106	35,756	2,429	18,747	1,478
Indiana	28,227	26,106	20,001	1,742	11,931	1,779
Iowa	24,145	21,970	16,595	1,794	8,712	1,605
Kansas	24,815	22,511	13,381	1,636	4,133	2,222
Kentucky	24,269	22,845	9,267	1,506	3,337	3,435
Louisiana	20,818	19,556	5,884	2,267	3,562	3,394
Maine	24,749	22,534	5,504	1,583	2,107	1,241
Maryland	29,826	28,669	8,636	1,070	5,322	1,196
Massachusetts	30,990	28,521	18,247	1,821	8,712	1,201
Michigan	33,502	31,573	24,384	2,832	8,502	1,490
Minnesota	30,982	28,316	17,126	2,293	8,876	1,321
Mississippi	20,439	19,195	3,185	4,422	3,085	2,982
Missouri	24,454	22,525	18,157	1,625	7,656	2,485
Montana	24,332	22,140	4,546	1,567	1,429	2,338
Nebraska	23,027	20,838	9,111	1,989	2,931	1,497
Nevada	29,138	27,460	2,378	1,888	758	2,490
New Hampshire	26,315	23,466	3,212	2,248	1,167	1,816
New Jersey	32,743	30,145	25,822	1,928	15,919	1,371
New Mexico	24,936	23,084	4,063	1,588	2,137	2,041
New York	34,460	32,266	53,417	2,285	38,182	1,457
North Carolina	23,485	22,071	13,034	1,861	7,236	1,900
North Dakota	22,597	20,303	3,433	1,531	861	2,188
Ohio	28,159	26,332	34,724	2,144	11,050	1,857
Oklahoma	22,210	20,665	12,930	2,034	3,615	2,412
Oregon	27,143	25,134	9,701	2,448	3,977	1,340
Pennsylvania	29,970	28,152	33,577	1,766	10,819	1,620
Rhode Island	32,840	30,815	1,879	1,337	1,111	1,473
South Carolina	25,044	23,472	6,106	3,022	3,872	2,196
South Dakota	19,467	17,731	3,178	1,527	1,255	1,461
Tennessee	23,226	21,406	8,598	2,743	6,302	2,810
Texas	25,422	23,495	58,587	2,375	28,378	2,071
Utah	24,237	21,620	7,247	1,563	2,634	1,729
Vermont	25,899	23,433	1,732	1,854	727	1,216
Virginia	26,175	24,969	14,147	2,338	8,913	1,410
Washington	29,368	27,036	20,183	1,911	4,505	1,811
West Virginia	22,518	20,957	5,958	1,816	1,465	2,519
Wisconsin	28,428	26,353	22,189	1,615	9,573	1,465
Wyoming	27,736	25,706	2,665	2,171	824	1,811

NOTE: Total earned income includes income in addition to base and supplemental salaries.
NOTE: Details of teacher counts may not add to totals due to rounding or missing values in cells with too few sample cases or item nonresponse.
NOTE: Cell entries for teacher counts may be underestimates due to item nonresponse.
NOTE: Full-time teachers includes regular full-time teachers, itinerant teachers, and long term substitutes who were full-time.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 11.--Standard errors for number and percentage of teachers by selected characteristics: 1987-88

Characteristic	Public		Private	
	Number	Percent	Number	Percent
Total teachers	13,181.6	-	8,530.5	-
Sex				
Male	6,787.3	0.22	3,263.0	0.86
Female	10,261.1	0.23	7,160.0	0.86
Race				
Am. Indian, Aleut, Eskimo	1,191.1	0.05	391.5	0.12
Asian or Pacific Islander	1,020.1	0.04	800.1	0.25
Black	4,610.6	0.19	781.2	0.26
White	13,060.1	0.22	8,203.7	0.41
Ethnic origin				
Hispanic	2,618.0	0.11	1,127.4	0.36
Non-Hispanic	12,804.4	0.15	8,051.5	0.39
Age				
Less than 30	5,039.1	0.19	2,642.8	0.77
30 to 39	7,628.9	0.29	3,529.5	0.82
40 to 49	7,375.3	0.25	3,386.7	0.77
50 or more	5,486.2	0.21	3,036.1	0.72
Marital Status				
Married	11,788.3	0.27	6,166.9	0.81
Widowed, divorced, or separated	4,634.7	0.18	1,683.6	0.50
Never married	5,274.8	0.23	2,994.0	0.72
Level				
Elementary	9,103.2	0.33	5,688.6	0.94
Secondary	11,081.2	0.33	4,600.8	0.94
Region				
Northeast	5,566.0	0.19	3,578.4	1.05
West	4,489.1	0.18	2,455.6	0.73
South	5,891.2	0.19	6,403.1	1.52
Midwest	6,547.8	0.22	3,103.9	1.03

- Not applicable
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 12.--Standard errors for public and private school teacher key statistics: 1987-1988.

Key Statistics	Public	Private
Number of teachers by degree		
No degree	471.4	1,134.6
Associate degree	752.6	700.7
Bachelor's degree	9,856.8	5,154.9
Master's degree	8,509.3	1,768.7
Education specialist	3,324.7	910.3
Doctorate	1,190.4	764.6
Number of teachers by years of full-time teaching experience		
Less than 3 years	3,420.6	1,971.8
3 to 9 years	6,053.6	3,942.8
10 to 20 years	8,245.4	3,847.5
Over 20 years	5,773.4	2,418.4
Number of teachers who have nonschool employment		
School year only	2,862.6	1,745.4
Summer only	3,827.3	1,580.8
All year	3,749.6	1,655.9
Average total earned income and salary supplements for full-time teachers		
Base salary	60.5	155.4
School year supplement	45.2	186.7
School supplement during summer	32.4	128.9

Source: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 13.--Standard errors for selected public school teacher statistics by state: 1987-88.

State	Total number	Average base salary	Highest degree earned: Masters	
			Percent	Standard error
Alabama	1,118.0	187.8	50.8	1.92
Alaska	348.7	691.5	35.7	2.29
Arziona	1,850.3	295.2	38.4	2.50
Arkansas	1,063.8	136.0	30.0	1.58
California	3,243.3	220.6	31.4	1.26
Colorado	1,216.7	420.2	43.9	2.20
Connecticut	1,294.4	349.9	58.5	2.54
Delaware	225.7	440.3	27.6	2.77
District of Columbia	296.5	542.1	43.0	2.89
Florida	2,677.6	232.5	36.1	1.71
Georgia	1,818.1	180.5	47.1	2.05
Hawaii	380.8	439.0	16.1	2.53
Idaho	456.4	240.4	22.1	1.76
Illinois	2,742.5	281.2	42.0	1.28
Indiana	1,612.9	263.7	79.0	1.34
Iowa	2,009.7	304.1	31.2	2.32
Kansas	1,472.6	252.5	42.9	1.63
Kentucky	1,226.0	186.1	50.3	2.15
Louisiana	1,264.4	292.5	30.7	2.21
Maine	685.0	223.4	26.7	2.59
Maryland	1,625.4	442.3	50.8	3.10
Massachusetts	1,897.4	265.3	44.0	1.65
Michigan	1,820.8	283.0	55.6	1.74
Minnesota	1,467.2	331.2	31.3	2.01
Mississippi	875.5	144.8	36.8	1.75
Missouri	1,631.5	273.3	41.7	1.79
Montana	587.1	335.1	20.6	2.13
Nebraska	1,326.5	323.3	34.5	1.86
Nevada	350.1	417.1	41.8	2.86
New Hampshire	659.1	434.9	27.9	3.19
New Jersey	2,573.5	371.7	32.4	1.93
New Mexico	762.0	249.9	46.7	2.52
New York	5,102.9	306.7	57.4	1.29
North Carolina	1,372.8	226.0	29.6	1.68
North Dakota	361.3	418.8	15.9	2.31
Ohio	2,451.0	301.9	39.8	1.55
Oklahoma	1,477.8	185.4	39.0	1.96
Oregon	821.5	266.1	39.1	2.36
Pennsylvania	2,169.9	271.9	43.5	1.64
Rhode Island	495.2	313.4	53.5	3.57
South Carolina	1,227.2	211.5	43.1	2.05
South Dakota	582.1	219.7	15.9	1.64
Tennessee	1,378.7	262.5	38.5	2.06
Texas	3,518.9	135.0	29.6	0.97
Utah	503.5	279.8	20.1	1.75
Vermont	314.8	538.7	39.4	3.31
Virginia	2,017.5	328.8	34.1	1.74
Washington	1,178.1	251.1	25.4	1.85
West Virginia	671.8	250.9	38.8	1.81
Wisconsin	1,832.3	393.6	32.8	1.74
Wyoming	244.4	309.2	27.2	2.17

SOURCE: U.S. Departement of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Technical Notes

Sample selection

All 56,242 public and 11,529 private school teachers in the teacher samples were selected from the 9,317 public and 3,513 private school samples.[1]

Selection of schools

The public school sample was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). For each stratum within each State, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school. This approach provides a blend of the best estimates for schools and teachers.

The private school sample was selected primarily from the QED file of private schools. To improve coverage, two additional steps were taken. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools on the QED file and the lists from the private associations were then stratified by State, grade level, and affiliation. Sample schools were then selected by systematic (interval) sampling within each stratum, with probability proportional to the square root of the number of teachers. The second step was to include an area frame of schools, contained in 75 probability selected Primary Sampling Units (PSU's), each PSU consisting of a county or group of counties. The PSU's were stratified by Census geographic region: Northeast, West, South, and Midwest; Metropolitan Statistical Area (MSA) status; and private school enrollment. These PSU's were selected from the universe of 2,497 PSU's with probability proportional to the PSU population Within each of the 75 PSU's, a telephone search was made to find all eligible (in scope) private schools, using such sources as yellow pages, Non-Roman Catholic religious institutions, local education agencies, chambers of commerce, local government offices, commercial milk companies, and commercial real estate offices. Roman Catholic religious institutions were not contacted because QED calls each Catholic diocese during its annual list update. All schools not on the QED file or the lists from the private school associations were eligible to be selected for the area sample. Most of these schools were selected with certainty. However, when sampling was performed, schools in the area frame that could be contacted were sampled with probability proportional to the square root of the number of teachers, and those that could not be contacted were selected using a systematic equal probability sampling procedure.

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[1] The other SASS samples were as follows: 5594 public school districts, and the administrators (principals) of schools in the public and private school samples.

A private school was declared out-of-scope and excluded from the sample if it did not have any students in any of grades 1-12, if it operated in a private home that was used as a family residence, or if it was undetermined whether it operated in a private home and its enrollment was less than 10 students or it had only one teacher.

Selection of teachers

A list which included all full-time and part-time teachers, itinerant teachers, and long-term substitutes was obtained from each sample school. Within each school, teachers were stratified by experience; one stratum included new teachers, and a second stratum included all other teachers. New teachers were those who, counting the 1987-88 school year, were in the first, second, or third year of their teaching career in either a public or private school system. Within each teacher stratum, elementary and secondary teachers were sorted by subject. Elementary teachers were sorted by General Elementary Education, Special Education, and other; Secondary teachers were sorted by Mathematics, Science, English, Social Science, Vocational Education, and other.

The public and private school teacher samples were each designed to include a basic sample and a Bilingual/ESL(English as a Second Language) supplement. The Bilingual/ESL supplement treated as one group teachers who use a native language other than English to instruct students having limited English proficiency, and teachers who provide students having limited English proficiency with intensive instruction in English. The supplement was funded by the Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) in order to obtain more reliable estimates of Bilingual/ESL teachers.

The basic sample of teachers was allocated to the sample schools in each stratum so that the teacher weights were approximately equal. The specified average teacher sample size for each sample school (4, 8, and 6 teachers for each public elementary, secondary, and combined school, respectively, and 4, 5, and 3 teachers for each private elementary, secondary, and combined school, respectively) was then allocated to the two teacher strata to obtain a 60 percent oversampling of new private school teachers. New teachers were not oversampled in the public sector. Finally, an equal probability systematic sampling scheme was applied to select the basic sample within each school. The Bilingual/ESL supplement was selected independently from the basic sample, and was designed to provide estimates for California, Texas, Florida, Illinois, New York, and all other States. Within a school containing Bilingual/ESL teachers, teachers were selected systematically with equal probability.

The sample sizes were as follows:

Basic samples	
Public	54,340
Private	11,412
Bilingual/ESL supplement samples	
Public	2,258
Private	183

Bilingual/ESL teachers selected in both the basic and supplement samples were unduplicated so that each teacher appears only once in the combined sample of Bilingual/ESL and all other teachers.

More detailed information about the sampling will be available from a technical report currently in preparation.

Data collection

The Teacher Questionnaires were mailed to the sampled schools in February 1988. Approximately 10 days after this mailout, a letter was sent to the survey coordinator in each school identifying the school's sample teachers and requesting the coordinator to remind the the sample teachers to complete and return their questionnaires. Approximately six weeks after the mailout, a second set of questionnaires, for sample teachers who had not returned the first questionnaire, was sent in a package to the school coordinators for distribution to nonresponding teachers. During the time of this second mailout, each coordinator was telephoned and asked to remind those teachers who had not returned the first questionnaire to complete the second one and mail it back. A telephone follow-up was conducted during April, May, and June. Due to the large number of nonrespondents to the mailout and the necessity for completing the follow-up prior to the closing of schools for the summer, only a subsample of these teachers was included in this effort. This subsample had their weights adjusted to reflect the subsampling.

Effects of missing schools

Following the data collection, it was discovered in a comparison of SASS public school estimates with NCES' Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series, that some Class 1 public school districts were not on the frame. Class 1 schools include only elementary schools, and for Nebraska, a comparison of the QED and CCD counts indicated there were about 275 of these schools, with an average of about 10.2 students per school. Because of these missing schools, the SASS national counts of public schools, administrators, and teachers, and the corresponding counts for Nebraska, in particular, are underestimated. The effects of these missing schools on the nature of the bias for averages is unknown.

Questionnaire response rates

Weighted response rates were 86.4 percent for the Public School Teachers Questionnaire and 79.1 percent for the Private School Teachers Questionnaire. The data were weighted to reflect the universe of public school teachers and the universe of private school teachers, and the weights were adjusted for nonresponse.

Item descriptions and item response rates

The Public School Teachers Questionnaire is shown in Appendix 1. With a few exceptions (see Appendix 2) it is identical to the Private School Teachers Questionnaire. Specific data items in the tables and the corresponding questionnaire items and unweighted item response rates are as follows:

Data item	Questionnaire item(s)	Response rate (%) Public	Private
Sex	42	99.6	99.9
Race	43	98.3	98.3
Ethnic origin	44	97.9	97.8
Age	45	98.9	98.2
Marital status	46	99.2	98.2
Highest degree earned	14a	98.9	98.6
Years of full-time teaching			
in public schools	8a-2	98.7	72.6
in private schools	8b-2	49.0	95.8
Certification in primary teaching assignment	23a-1	98.3	99.2
Certification in secondary teaching assignment	23a-2	75.7	83.1
Type of certification in primary teaching assignment	23b-1	80.7	86.1
Type of certification in secondary teaching assignment	23b-2	76.0	83.1
Total earned income	39e	91.1	92.6
Base salary	39b	91.5	90.3
Salary supplements			
Number of teachers with school year supplemental contracts	39c	96.5	95.0
School year supplement salary	39c	96.5	95.0
*Number of teachers with school supplemental contracts during summer	39a-1 plus	96.0	94.3
	39a-2	95.0	92.6
**School supplementary salary during summer	39a-1 plus	96.0	94.3
	39a-2	95.0	92.6
Number of teachers receiving pay incentives			
Master/mentor	38a-2	97.2	95.9
Teaching in shortage field	38b-2	96.3	94.8
Teaching in high priority location	38c-2	95.6	94.1
For exceptional performance	38e-2	96.0	95.5
For school improvement	38f-2	95.7	94.3
Career ladder increase	38d-2	96.0	94.5

(Con't)

Data item	Questionnaire item(s)	Response rate (%) Public	Private
Nonschool employment			
Number of teachers employed, school year 1987-88 only	39d	95.4	94.2
Number ofteachers employed, summer 1987 only	39a-3	88.3	84.1
*Number of teachers employed, school year and summer	39d plus 39a-3	95.4 88.3	94.2 84.1

* Unduplicated count.
** Based on an unduplicated count.

Effects of item nonresponse

There was no explicit imputation for item nonresponse. Not imputing for item nonresponse leads to a bias in the estimates. In tables which present averages, the nature of this bias is unknown. In tables which present counts, item nonresponse leads to underestimates of the details. The item response rates for twenty-five of the thirty-one items used in this report were above 90 percent. Response rates for items 23a-2, 23b-1, and 23b-2 ranged from 76.0 percent to 86.1 percent and may have been affected by item complexity. The response rates for item 39a-3 were 88.3 percent for public school teachers and 84.1 percent for private school teachers. The response rate of 49.0 percent for public school teachers on item 8b-2 and the response rate of 72.0 percent for private school teachers on item 8a-2 could be attributable to the failure of public school teachers with no private school teaching experience and private school teachers with no public school teaching experience to check the appropriate "None" box on the questionnaire. Caution must be exercised in the use or interpretation of estimates from an unimputed data file, especially estimates with low item response rates.

Comparative estimates of teacher counts

The sampling frame for teachers was developed by obtaining from each sample school a list of all full-time and part-time teachers, itinerant teachers, and long term substitutes. Following the data collection, a comparison of the number of teachers on the school lists with the number of teachers (head count) on the school file revealed fewer teachers on the school lists. Fewer teachers on the school lists cause the teacher national estimates from the teacher files to be underestimates relative to the teacher national estimates from the school files.

To obtain an estimate of the magnitude of these underestimates, an FTE count of teachers on the school lists was approximated by adjusting the counts for part-time teachers. This approximated FTE count was weighted up to a national estimate and compared with the national FTE estimate for fall, 1987, reported

on NCES's Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series. The CCD estimate was 2 percent higher than the SASS estimate.

Standard errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replication procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error.

Definition of teacher

For purposes of this survey, a teacher was any full-time or part-time teacher whose primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis.

Full-time teachers were all teachers reporting themselves as full-time teachers at the sample school. This included regular full-time teachers, itinerant teachers, and long term substitutes who were full-time.

Classification of elementary and secondary teachers

Generally, teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. The variety of teaching circumstances required the development of a number of criteria for classification.

A teacher classified as an elementary teacher had to meet one of the following criteria:

1. A teacher who checked the "ungraded" option only in item 24 (which asks for grades being taught) and was designated as an Elementary teacher on the list of teachers obtained from each sample school (code "0", "1", or "2" for field name TSUBJ in the tape documentation).
2. A teacher who checked 6th grade or lower and no grade higher than 6th in item 24, or 6th grade or lower and "ungraded" and no grade higher than 6th.
3. A teacher who checked 6th grade or lower and 7th grade or higher and entered a primary assignment code of "01", "02", or "03" in item 16a.
4. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of "01", "02", or "03" in item 16a.
5. A teacher who checked 6th grade or lower and 7th grade or

higher in item 24 and entered a primary assignment code of Special Education in item 16a and was designated as an Elementary teacher on the list of teachers obtained from each sample school (code "0", "1", or "2" for field name TSUBJ).

6. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of Special Education in item 16a and was designated as an Elementary teacher on the list of teachers obtained from each sample school (code "0", "1", or "2" for field name TSUBJ).

A teacher classified as a secondary teacher had to meet one of the following criteria:

1. A teacher who checked the "ungraded" option only in item 24 and was designated as a Secondary teacher on the list of teachers obtained from each sample school (code "0", "1", or "2" for field name TSUBJ in the tape documentation).
2. A teacher who checked 6th grade or lower and 7th grade or higher in item 24 and entered a primary assignment code greater than 03 in item 16a.
3. A teacher who checked 9th grade or higher, or 9th grade or higher and "ungraded".
4. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of "04" or higher but not a Special Education code in item 16a.
5. A teacher who checked 7th and 8th grades only in item 24 and entered a primary assignment code of Special Education in item 16a and was designated as a Secondary teacher on the list of teachers obtained obtained from each sample school (code "03" or higher for field name TSUBJ).
6. All other teachers who checked 6th grade or lower and 7th grade or higher in item 24, or 7th and 8th grades only, and were not categorized above as either Elementary or Secondary.

Geographic regions used by the U.S. Bureau of the Census

West	Northeast
Montana	Maine
Idaho	New Hampshire
Wyoming	Vermont
Colorado	Massachusetts
New Mexico	Rhode Island
Arizona	Connecticut
Utah	New York
Nevada	New Jersey
Washington	Pennsylvania
Oregon	
California	South
Alaska	
Hawaii	Delaware
	Maryland

Geographic regions (con't)

Midwest

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

South (con't)

District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas

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For More Information

For more information about this report, contact Charles H. Hammer, Elementary and Secondary Education Statistics Division, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue N.W., Washington, D.C., 20208-5651, telephone (202) 357-6330.

FORM **SASS-4A** (10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1987-1988

OMB No. 1850-0621
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please correct any error in name and address including ZIP Code.

Dear Teacher:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1987-88 Schools and Staffing Survey. You are one of the 65,000 teachers from over 12,000 public and private schools across the nation selected to be in the teacher sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting these surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763–2220.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

SECTION I – CURRENT TEACHING STATUS

PGM 3

1. How do you classify your PRIMARY assignment at THIS school (i.e., the activity at which you spend most of your time) during the 1987–88 school year?

Mark (X) only one.

010

1 ☐ Regular full-time or part-time teacher
2 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
3 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on an indefinite basis, but you are still considered a substitute)

Continue with question 2, page 3

4 ☐ Short-term substitute
5 ☐ Student teacher
6 ☐ Nonteaching specialist (e.g., guidance counselor, librarian, curriculum coordinator, social worker)
7 ☐ Administrator (e.g., principal, assistant principal, director, head)
8 ☐ Teacher's aide
9 ☐ Other professional or support staff

IF YOU MARKED BOX 4, 5, 6, 7, 8, OR 9 ABOVE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

Remarks

FORM SASS-4A (10-30-87)

SECTION I — CURRENT TEACHING STATUS — *Continued*

2. How do you classify your position as an employee AT THIS SCHOOL during the 1987—88 school year?

011
1 ☐ Full-time employee
2 ☐ ¾ time or more, but less than full-time employee
3 ☐ ½ time or more, but less than ¾ time employee
4 ☐ ¼ time or more, but less than ½ time employee
5 ☐ Less than ¼ time employee

3. How do you describe your teaching assignment AT THIS SCHOOL during the 1987-88 school year?

012
1 ☐ Full-time teacher — *Skip to question 6, page 4*
2 ☐ ¾ time or more, but less than full-time teacher
3 ☐ ½ time or more, but less than ¾ time teacher
4 ☐ ¼ time or more, but less than ½ time teacher
5 ☐ Less than ¼ time teacher

Continue with Check Item A

CHECK ITEM A

(Refer to question 2 above.)
Did you mark box 1, "Full-time employee," in answer to question 2 above?

013
1 ☐ Yes — *Continue with 4*
2 ☐ No — *Skip to question 5*

4. Which category best describes your other assignment AT THIS SCHOOL?

Mark (X) only one.

014
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other — *Describe* →

_____

Skip to item 6

5. Which of these categories best describes your other PRIMARY ACTIVITY outside of teaching at this school?

Mark (X) only one.

015
1 ☐ Teaching in another school
2 ☐ Attending a college or university
3 ☐ Working in a nonteaching occupation in the field of education
4 ☐ Working in an occupation outside the field of education
5 ☐ Homemaking and/or child rearing
6 ☐ Seeking work
7 ☐ Retired
8 ☐ Other — *Describe* →

_____

Remarks

SECTION 2 — TEACHING EXPERIENCE

6. In what year did you begin your first FULL-TIME teaching position at the elementary or secondary level?

016 1 9 ☐ ☐

017 1 ☐ Never taught full-time

7. At which of the following school levels have you taught, either full or part time, for one year or more?

Mark (X) all that apply.

018 1 ☐ Prekindergarten

019 2 ☐ Elementary (including kindergarten)

020 3 ☐ Middle/junior high

021 4 ☐ Senior high

022 5 ☐ Postsecondary

8. Including the current school year, how many years have you been employed as a teacher in public and/or private schools at the elementary or secondary level?

(If you have no experience in a particular category, please mark the "None" box.)

Schools (1)	Years of full-time teaching (2)	Years of part-time teaching (3)
(a) Public	023 _____ 0 ☐ None	024 _____ 0 ☐ None
(b) Private	025 _____ 0 ☐ None	026 _____ 0 ☐ None

9a. Since you began teaching, how many breaks in service of one year or more have you had?

027 ☐ Breaks in service — *Continue with 9b*

0 ☐ None — *Skip to item 10*

b. Were any of these breaks due to a reduction-in-force or a lay-off?

028 1 ☐ Yes — **How many?** → 029 ☐

2 ☐ No

c. Including the current year, how many consecutive years have you been teaching (i.e., since your last break in service)?

(Include part-time and full-time teaching at both elementary and secondary levels.)

030 ☐ Consecutive years teaching

10. In what year did you begin teaching in this school?

(If your assignment at this school included a break in service of a year or more, please report the year that you returned to this school from your most recent break in service.)

031 1 9 ☐ ☐

Remarks

FORM SASS-4A (10-30-87)

SECTION 2 — TEACHING EXPERIENCE — *Continued*

11. What was your main activity the year before you began teaching in this school?

(If you left this school and then returned, please report your main activity the year before you most recently returned to this school.)

Mark (X) only one box.

032
1 ☐ Working in a position in the field of education, but not as a teacher — *Continue with item 12*
2 ☐ Working in an occupation outside the field of education — *Skip to question 13a*
3 ☐ Teaching in another school in the same school system
4 ☐ Teaching in a different school system in this state
5 ☐ Teaching in a different state — **Which state?** →
033 ☐☐
034
6 ☐ Homemaking and/or child rearing
7 ☐ Attending a college or university
8 ☐ Military service
9 ☐ Unemployed and seeking work
10 ☐ Retired
11 ☐ Other — *Describe* →
_____
Skip to item 14

Answer item 12 ONLY if you marked box 1 in answer to question 11 above.

12. Which of the following categories best describes your previous occupation in the field of education?

Mark (X) only one box.

035
1 ☐ Administrator (e.g., principal, assistant principal, director)
2 ☐ Guidance counselor
3 ☐ Librarian or other media staff
4 ☐ Other professional staff (e.g., curriculum specialist, administrative or business staff, social worker)
5 ☐ Teacher's aide
6 ☐ Other school personnel
Skip to item 14

Answer items 13a—e ONLY if you marked box 2 in answer to question 11 above.

13a. For whom did you work? *(Record the name of the company, business, or organization.)*

_____

b. What kind of business or industry was this? *(For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)*

036 ☐☐☐☐ _____

c. What kind of work were you doing? *(Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)*

037 ☐☐☐☐ _____

d. What were your most important activities or duties at that job? *(For example, typing, selling cars, driving delivery truck, caring for livestock.)*

_____

e. How would you classify yourself on that job?

Mark (X) only one box.

038
1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY on a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

SECTION 3 – TEACHER TRAINING

MAJOR AND MINOR FIELD CODE NUMBERS FOR QUESTIONS 14b and 14c

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological/life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multi/interdisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology

Physical sciences
33 Chemistry
34 Physics
35 Geology/earth science
36 Other physical sciences

Social sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences

42 Other

EDUCATION

General education
51 Elementary education
52 Pre-elementary/early childhood education
53 Secondary education

Subject area education
54 Agricultural education
55 Art education
56 Bilingual education
57 Business, commerce, and distributive education
58 English as a second language
59 English education
60 Foreign languages education
61 Home economics education
62 Industrial arts, vocational and technical education
63 Mathematics education
64 Music education
65 Physical education/health education
66 Reading education
67 Science education
68 Social studies/social sciences education

Special education
70 Special education, general
71 Education of the emotionally disturbed
72 Education of the mentally retarded
73 Education of the speech/hearing/vision impaired
74 Special learning disabilities
75 Other special education

Other education
80 Curriculum and instruction
81 Educational administration
82 Educational psychology
83 Student personnel and counseling
84 Other education

14a. Which of the following college degrees have you earned? *(Mark all the degrees you have earned.)*

b. What was your major field of study for each degree? *(Use the list of codes above.)*

c. What was your second major or minor field of study for each degree? *(Use the list of code numbers above. If you did not have a second major or minor field, enter "00.")*

d. In what year did you receive each degree?

Degrees earned *(Mark (X) all that apply)* (a)		Major field code (b)	Second major or minor field code (if any) (c)	Year degree received (d)
Associate degree or vocational certificate	039 1 ☐	040	041	042 19 ____
Bachelor's degree	043 2 ☐	044	045	046 19 ____
2nd Bachelor's degree	047 3 ☐	048	049	050 19 ____
Master's degree	051 4 ☐	052	053	054 19 ____
2nd Master's degree	055 5 ☐	056	057	058 19 ____
Education specialist or professional diploma (at least one year beyond Master's level)	059 6 ☐	060	061	062 19 ____
Doctorate (e.g., Ph.D., Ed.D.)	063 7 ☐	064	065	066 19 ____
First Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	067 8 ☐	068	069	070 19 ____
No degree or diploma	071 9 ☐ — *Skip to item 16a*			

15a. What is the name of the college or university where you earned your BACHELOR'S degree?

072 ☐☐☐

073 _____ 1 ☐ No Bachelor's degree earned — *Skip to item 16a*

b. In what city and state is it located?

074 ☐☐ _____ *(City)* _____ *(State)*

FORM SASS 4A (10-30-87)

SECTION 3 — TEACHER TRAINING — *Continued*

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 16a, 16b, 17a, 17b, 18 AND 21

01 Prekindergarten
02 Kindergarten
03 General elementary

Special Areas
04 Art
05 Basic skills and remedial education*
06 Bilingual education*
07 Business education
08 Computer science
09 English/language arts
10 English as a second language
11 Foreign language
12 Gifted*

Special Areas *(Continued)*
13 Health, physical education
14 Home economics
15 Industrial arts
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science

Science
21 Biology
22 Chemistry
23 Earth science/geology
24 Physics
25 General and all other science

Special Education
26 Mentally retarded
27 Emotionally disturbed
28 Learning disabled
29 Speech and hearing impaired
30 Other special education

31 Vocational education

32 All others

*If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual, or Gifted as the assignment area.

16a. What is your current primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?
(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment in this item, mark box 1, and record the second field in item 16b.)

075 ☐☐ Primary assignment field code

076 1 ☐ Teaching schedule equally divided between two fields

b. Are some of your classes at THIS SCHOOL in other fields?

077 1 ☐ Yes — **In what field do you teach the second most classes?** 078 ☐☐
(Use the assignment field codes listed above.) →

2 ☐ No

17a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field? *(Use the codes listed above.)*

079 ☐☐ Best qualified field code

b. Do you feel qualified to teach any other fields?

080 1 ☐ Yes — **For what field do you feel second best qualified?** 081 ☐☐
(Use the codes listed above.) →

2 ☐ No

18. Has your primary teaching assignment field changed since you began teaching?

082 1 ☐ Yes
- **What was your previous primary assignment field?** 083 ☐☐ → *(Use codes listed above.)*
- **Counting this year, how many years has your primary assignment field remained unchanged?** 084 ☐☐ →

2 ☐ No

19. For each of the fields in which you now teach (and for your best-qualified field, if different from your current teaching assignment), how many undergraduate and graduate COURSES have you taken in that subject area?
A course is one that meets 2—5 classroom hours per week during one semester or quarter. If you have taken both semester and quarter courses, enter the respective numbers in each column. Count ALL the courses that relate to the field(s) in which you teach, e.g., if you teach ANY math subject, count ALL math courses; if you teach ANY kind of special education class, count ALL courses in the field of special education.

If no courses were taken for a field for any column, enter "0."

Please refer to records if you cannot accurately recall your coursework.

Field (1)	Number of courses — Undergraduate Semester (2)	Undergraduate Quarter (3)	Graduate Semester (4)	Graduate Quarter (5)
a. Primary assignment field	085	086	087	088
b. Secondary assignment field	089	091	092	093
089 1 ☐ No secondary assignment				
c. Best qualified field	095	096	097	098
094 1 ☐ Same as primary assignment				
2 ☐ Same as secondary assignment				

SECTION 3 — TEACHER TRAINING — *Continued*

20a. Does your teaching assignment AT THIS SCHOOL include any classes in mathematics, computer science, biological/life science, earth science, or physical science in grades 7–12?

099 1 ☐ Yes — *Continue with 20b*
2 ☐ No — *Skip to item 21*

b. For each of the following science fields, how many undergraduate and graduate COURSES have you taken in that subject area?

(Enter "0" for each cell for which you have taken no courses.)

Field (1)	Number of courses: Undergraduate Semester (2)	Undergraduate Quarter (3)	Graduate Semester (4)	Graduate Quarter (5)
a. Mathematics	100	101	102	103
b. Computer science	104	105	106	107
c. Biology	108	109	110	111
d. Chemistry	112	113	114	115
e. Physics	116	117	118	119
f. Earth/space science	120	121	122	123
g. Other natural science	124	125	126	127

21. Did you take any education or teaching related in-service or college courses requiring 30 or more hours of classroom study during the past two school years, that is, in 1986–87 or 1987–88?

128 1 ☐ Yes — **For what assignment field was this training relevant?** 129 ☐☐ *(Use list of codes on page 7.)* → *Answer 22*
2 ☐ No — *Skip to question 23*

22. What was your MAJOR purpose for taking this training.

Mark (X) only one.

130
1 ☐ To fulfill initial certification requirements for current position
2 ☐ To maintain and/or improve qualifications for current position (including meeting recertification requirements)
3 ☐ To retrain to teach a different subject matter area
4 ☐ To retrain to teach at a different grade level
5 ☐ To retrain to teach handicapped students or students with learning disabilities
6 ☐ To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling)
7 ☐ Other — *Describe* ▶ _____

23a. Do you have a teaching certificate in this state in your —
(1) Primary assignment field?
(2) Secondary assignment field, if any?
(3) Best qualified field?

b. If you do, what type of certification do you hold in each field? *(Use the codes below for type of certification.)*

c. In what year were you certified in each field?

Codes for certification
1 Regular or standard state certification (the standard certification offered in your state)
2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

Field	Have state certification? (a)	*If "Yes" in column (a)*: Code for type of certification (b)	*If "Yes" in column (a)*: Year certified (c)
(1) Primary assignment field	131 1 ☐ Yes 2 ☐ No	132	133 19__
(2) Secondary assignment field (if any)	134 1 ☐ Yes 2 ☐ No	135	136 19__
(3) Best qualified field (if different from above)	137 1 ☐ Yes 2 ☐ No	138	139 19__

FORM SASS-4A (10-30-87)

SECTION 4 — CURRENT TEACHING LOAD

NOTE — Questions in this section request information on each class you taught for **the most recent FULL week** that school was in session. Please provide the information requested for that week whether or not it was a typical week. Report information on classes for which you were responsible even if you were absent at any time during the week.

24. In what grade levels are the students in your classes at this school?

Mark (X) all that apply.

140	1 ☐ Prekindergarten	148	9 ☐ 7th
141	2 ☐ Kindergarten	149	10 ☐ 8th
142	3 ☐ 1st	150	11 ☐ 9th
143	4 ☐ 2nd	151	12 ☐ 10th
144	5 ☐ 3rd	152	13 ☐ 11th
145	6 ☐ 4th	153	14 ☐ 12th
146	7 ☐ 5th	154	15 ☐ 13th
147	8 ☐ 6th	155	16 ☐ 14th
		156	17 ☐ Ungraded

25. Which of the following best describes the way your classes at this school are organized?

Mark (X) only one.

157
- 1 ☐ Self-contained class — You teach multiple subjects to the same class of students all or most of the day — *Continue with item 26a*
- 2 ☐ Departmentalized instruction — You teach subject matter courses (e.g., history, typing) to several classes of different students all or most of the day — *Skip to question 27, page 10*
- 3 ☐ Team teaching — You collaborate with one or more other teachers in teaching multiple subjects to the same class of students — *Answer either question 26 or 27 below, depending on which format better describes the way your classes are organized all or most of the day.*
- 4 ☐ "Pull-out" class — You provide instruction to students who are released from their regular classes — *Continue with item 26a*

NOTE — *ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS.*

26a. At this school, how many students were enrolled in the class or program you taught during the most recent full week school was in session? (If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.)

158 _____ Students

b. Approximately how many hours did you spend teaching each of the following subjects during the week?

(If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour, e.g., 1, 2. If you did not teach a particular subject during the week, mark the "None" box.)

Subject (a)	Hours spent teaching in most recent full week (b)
(1) English/reading/language arts	159 _____ 0 ☐ None
(2) Arithmetic/mathematics	160 _____ 0 ☐ None
(3) Social studies/history	161 _____ 0 ☐ None
(4) Science	162 _____ 0 ☐ None

c. Did you assign any homework during the most recent full week?

163
- 1 ☐ Yes
- 2 ☐ No

d. Which of the following best describes the general academic achievement level of your students relative to the other students at this school?

164
- 1 ☐ Primarily higher achieving students
- 2 ☐ Primarily average achieving students
- 3 ☐ Primarily lower achieving students
- 4 ☐ Students of widely differing achievement levels

PLEASE SKIP NOW TO QUESTION 28 ON PAGE 11.

SECTION 4 — CURRENT TEACHING LOAD — *Continued*

Answer questions 27a—g below ONLY if you taught subject matter courses to different groups of students.

27. The following questions refer to the subject matter classes you taught AT THIS SCHOOL during the most recent FULL week school was in session. *(Complete a line of the table below for each period in which you taught a class. Exclude study halls, homeroom periods, unscheduled tutoring, etc.)*

a. What was the subject matter of each class you taught? *(Use the code numbers listed on page 11 to record your answer in column (a).)*

b. For how many periods per week does each class meet? *(If your school day is not organized by class periods, mark box 1 at the top of column (b) and record the number of hours per week that you teach each class.)*

c. What is the grade level of MOST of the students in each of your classes? *(Use numerals 1, 2, . . . , 12 for grades 1–12, PK for prekindergarten, K for kindergarten, and U for ungraded. Enter only one grade level for each of your classes in column (c).)*

d. How many students are enrolled in each class period?

e. For each class period, did you assign homework during the last full week?

f. What is the achievement level for most of the students in each class period you taught, relative to other students at this school?

Use these codes to record achievement level in column (f):

1 Primarily higher achieving students
2 Primarily average achieving students
3 Primarily lower achieving students
4 Students of widely differing achievement levels

g. For each class period you taught, was it advanced placement, bilingual, gifted, remedial, or special education?

Use these codes to record course level in column (g):

1 Advanced placement (AP) — Course that allows completion of college level credit, as defined by the College Entrance Examination Board
2 Bilingual
3 Gifted
4 Remedial
5 Special education
6 None of the above

Class period	Subject matter code *(2 digits)* (a)	165 1 ☐ No periods — Periods per week (b)	Grade level (c)	Number of students enrolled (d)	Homework assigned last full week? (e)	Class achievement level code *(1 digit)* (f)	Course level code (g)
1	166	167	168	169	170 1 ☐ Yes 2 ☐ No	171	172
2	173	174	175	176	177 1 ☐ Yes 2 ☐ No	178	179
3	180	181	182	183	184 1 ☐ Yes 2 ☐ No	185	186
4	187	188	189	190	191 1 ☐ Yes 2 ☐ No	192	193
5	194	195	196	197	198 1 ☐ Yes 2 ☐ No	199	200
6	201	202	203	204	205 1 ☐ Yes 2 ☐ No	206	207
7	208	209	210	211	212 1 ☐ Yes 2 ☐ No	213	214
8	215	216	217	218	219 1 ☐ Yes 2 ☐ No	220	221
9	222	223	224	225	226 1 ☐ Yes 2 ☐ No	227	228

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SECTION 4 — CURRENT TEACHING LOAD — *Continued*

SUBJECT MATTER CODE NUMBERS FOR QUESTION 27a ON PAGE 10

Business/vocational
- 11 Accounting/bookkeeping
- 12 Shorthand
- 13 Typing
- 14 Other business education courses
- 15 Career education
- 16 Agriculture
- 17 Industrial arts
- 18 Home economics
- 19 Other vocational, trade, and industrial education

English/language arts
- 21 Literature
- 22 Composition/journalism/creative writing
- 23 Reading
- 24 English as a second language
- 25 Other English/language arts courses

Foreign languages
- 31 French
- 32 German
- 33 Latin
- 34 Russian
- 35 Spanish
- 36 Other foreign language

Mathematics
- 41 General mathematics
- 42 Business math
- 43 Algebra, elementary
- 44 Algebra, intermediate
- 45 Algebra, advanced
- 46 Geometry, plane/solid
- 47 Trigonometry
- 48 Analytic geometry/math analysis
- 49 Probability/statistics
- 50 Calculus
- 51 Other mathematics

Computer science
- 52 Computer awareness/applications
- 53 Computer programming
- 54 Other computer science

Natural science
- 61 General science
- 62 Biology/life science
- 63 Chemistry
- 64 Physics
- 65 Earth/space science
- 66 Other physical science
- 67 Other natural science

Social sciences
- 70 Social studies
- 71 History
- 72 World civilization
- 73 Political science/government
- 74 Geography
- 75 Economics
- 76 Civics
- 77 Sociology/social organization
- 78 Other social sciences

Visual and performing arts
- 81 Arts and crafts
- 82 Filmmaking/photography
- 83 Chorus
- 84 Band
- 85 Drama/theater/dance
- 86 Music
- 87 Other visual/performing arts

Other areas
- 91 Driver education
- 92 Health
- 93 Philosophy/religion
- 94 Physical education
- 95 Psychology
- 96 Other courses not elsewhere classified

28. For the most recent FULL WEEK, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

(Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the week, mark the "None" box.)

School-related activities (1)	Hours spent (2)
a. During school hours	229
(1) Classroom teaching (including field trips)	
(2) Preparation	230 ____ o☐ None
(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	231 ____ o☐ None
(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	232 ____ o☐ None
(5) Hours absent from school for any reason	233 ____ o☐ None
(6) Total school hours during most recent full week — ***Sum of a(1) thru a(5)***	234
b. After school hours	235
(1) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	____ o☐ None
(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	236 ____ o☐ None
(3) Total after school hours during most recent full week — ***Sum of b(1) and b(2)***	237 ____ o☐ None

Remarks

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING

29. Do you agree or disagree with each of the following statements?

a. Teachers in this school are evaluated fairly.	238	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
b. The principal lets staff members know what is expected of them.	239	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
c. The school administration's behavior toward the staff is supportive and encouraging.	240	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
d. I am satisfied with my teaching salary.	241	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
e. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	242	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
f. Teachers participate in making most of the important educational decisions in this school.	243	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
g. I receive a great deal of support from parents for the work I do.	244	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.	245	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
i. The principal does a poor job of getting resources for this school.	246	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
j. Routine duties and paperwork interfere with my job of teaching.	247	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
k. My principal enforces school rules for student conduct and backs me up when I need it.	248	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
l. The principal talks with me frequently about my instructional practices.	249	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	250	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree

SECTION B — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

29n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	251	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
o. The principal knows what kind of school he/she wants and has communicated it to the staff.	252	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
p. There is a great deal of cooperative effort among staff members.	253	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
q. In this school, staff members are recognized for a job well done.	254	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
r. I have to follow rules in this school that conflict with my best professional judgment.	255	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
s. I am satisfied with my class sizes.	256	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
t. I make a conscious effort to coordinate the content of my courses with that of other teachers.	257	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
u. Goals and priorities for the school are clear.	258	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
v. The amount of student tardiness and class cutting in this school interferes with my teaching.	259	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
w. I sometimes feel it is a waste of time to try to do my best as a teacher.	260	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
30. If you could go back to your college days and start over again, would you become a teacher or not?	261	1 ☐ Certainly would become a teacher 2 ☐ Probably would become a teacher 3 ☐ Chances about even for and against 4 ☐ Probably would not become a teacher 5 ☐ Certainly would not become a teacher

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

31. **Indicate the degree to which each of the following matters is a problem in this school. Do you think it is a serious problem, a moderate problem, a minor problem, or not a problem at all?**

a. Student tardiness	262	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
b. Student absenteeism	263	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
c. Teacher absenteeism	264	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
d. Students cutting class	265	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
e. Physical conflicts among students	266	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
f. Robbery or theft	267	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
g. Vandalism of school property	268	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
h. Student pregnancy	269	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
i. Student use of alcohol	270	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
j. Student drug abuse	271	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
k. Student possession of weapons	272	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
l. Physical abuse of teachers	273	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem
m. Verbal abuse of teachers	274	1 ☐ Serious 2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

32. At this school, how much actual influence do you think teachers have over school policy in each of the areas below?

Indicate how much influence you think teachers have; use the scale of 1–6, where 1 means "No influence" and 6 means "A great deal of influence."

		None → A great deal					
a. Determining discipline policy	275	1☐	2☐	3☐	4☐	5☐	6☐
b. Determining the content of inservice programs	276	1☐	2☐	3☐	4☐	5☐	6☐
c. Setting policy on grouping students in classes by ability	277	1☐	2☐	3☐	4☐	5☐	6☐
d. Establishing curriculum	278	1☐	2☐	3☐	4☐	5☐	6☐

33. At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?

Indicate how much control you feel you have; use the scale of 1–6, where 1 means "No control" and 6 means "Complete control."

		None → Complete control					
a. Selecting textbooks and other instructional materials	279	1☐	2☐	3☐	4☐	5☐	6☐
b. Selecting content, topics, and skills to be taught	280	1☐	2☐	3☐	4☐	5☐	6☐
c. Selecting teaching techniques	281	1☐	2☐	3☐	4☐	5☐	6☐
d. Disciplining students	282	1☐	2☐	3☐	4☐	5☐	6☐
e. Determining the amount of homework to be assigned	283	1☐	2☐	3☐	4☐	5☐	6☐

34. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?

Indicate how helpful each person or group has been; use the scale of 1–6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.

		No help → Extremely helpful						Not applicable
a. Principal or school head	284	1☐	2☐	3☐	4☐	5☐	6☐	7☐
b. Department chair	285	1☐	2☐	3☐	4☐	5☐	6☐	7☐
c. Other school administrators	286	1☐	2☐	3☐	4☐	5☐	6☐	7☐
d. Other teachers	287	1☐	2☐	3☐	4☐	5☐	6☐	7☐

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — *Continued*

35. How long do you plan to remain in teaching?

Mark (X) only one.

288
1 ☐ As long as I am able } *Continue with item 36*
2 ☐ Until I am eligible for retirement
3 ☐ Will probably continue unless something better comes along } *Skip to item 37a*
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time

36. In how many years do you plan to retire?

289 ☐☐ Years

37a. Which best describes your MAIN ACTIVITY during the previous school year (1986–87)?

Mark (X) only one.

290
1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching at the postsecondary level
6 ☐ Attending a college or university
7 ☐ Working in a nonteaching occupation in the field of education
8 ☐ Working in an occupation outside the field of education
9 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other — *Describe* →

_____

_____

b. What do you expect your main activity will be during the next school year (1988–89)?

Mark (X) only one.

291
1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching at the postsecondary level
6 ☐ Attending a college or university
7 ☐ Working in a nonteaching occupation in the field of education
8 ☐ Working in an occupation outside the field of education
9 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other — *Describe* →

_____

_____

Remarks

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SECTION 6 — INCENTIVES AND COMPENSATION

38. For each of the following pay incentives, please indicate whether you favor or oppose the incentive, and whether you now receive the incentive. *Mark (X) one box in each column for each incentive.*	Do you favor or oppose the incentive? (1)	Do you receive the incentive? (2)
a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	292 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	293 1 ☐ Yes 2 ☐ No
b. Additional pay for teaching in a shortage field (e.g., math, science)	294 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	295 1 ☐ Yes 2 ☐ No
c. Additional pay for teaching in a high-priority location (e.g., an inner-city school)	296 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	297 1 ☐ Yes 2 ☐ No
d. Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance	298 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	299 1 ☐ Yes 2 ☐ No
e. A merit pay bonus for exceptional performance in a given year	300 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	301 1 ☐ Yes 2 ☐ No
f. A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year	302 1 ☐ Strongly favor 2 ☐ Mildly favor 3 ☐ Mildly oppose 4 ☐ Strongly oppose	303 1 ☐ Yes 2 ☐ No

Remarks

SECTION 6 — INCENTIVES AND COMPENSATION — *Continued*

39. **The following questions refer to your before-tax earnings from teaching and other employment from mid-June 1987 to mid-June 1988.**
(Include only YOUR earnings. Estimate to the nearest hundred dollars. If you do not receive income from a particular source, mark the "None" box.)

a. During the summer of 1987, how much did you earn in —

(1) Summer school salary from this or any other school?
304 $ _____ .
0 ☐ None

(2) Other SCHOOL compensation for summer work at this or any other school?
305 $ _____ .
0 ☐ None

(3) Earnings from NONSCHOOL employment during the summer of 1987?
306 $ _____ .
0 ☐ None

b. What is your academic base year salary for teaching for the 1987–88 school year?
307 $ _____ .
0 ☐ Position is unpaid

c. During the 1987-88 school year, how much will you earn in additional compensation from your school(s) for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?
308 $ _____ .
0 ☐ None

d. During the 1987–88 school year, how much will you earn from NONSCHOOL employment?
309 $ _____ .
0 ☐ None

e. What is your total earned income from mid-June 1987 to mid-June 1988?
(Your answer to this question should be equal to the sum of your answers to questions 39a–d.)
310 $ _____ .
0 ☐ None

40. **Do you receive any income-in-kind in addition to or in lieu of your school salary?**
Mark (X) all that apply.

311 1 ☐ Housing or housing expenses
312 2 ☐ Meals
313 3 ☐ Tuition for your children
314 4 ☐ Child care
315 5 ☐ College tuition for yourself
316 6 ☐ Car/transportation expenses
317 7 ☐ None of the above

41. **Which category represents the total combined income of all FAMILY members in your household during 1987? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.**
Mark (X) only one box.

318
1 ☐ Less than $10,000
2 ☐ $10,000 – $14,999
3 ☐ $15,000 – $19,999
4 ☐ $20,000 – $24,999
5 ☐ $25,000 – $29,999
6 ☐ $30,000 – $34,999
7 ☐ $35,000 – $39,999
8 ☐ $40,000 – $49,999
9 ☐ $50,000 – $59,999
10 ☐ $60,000 – $74,999
11 ☐ $75,000 – $99,999
12 ☐ $100,000 or more

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SECTION 7 — BACKGROUND INFORMATION

42. Are you male or female?

319 1 ☐ Male
2 ☐ Female

43. What is your race?

Mark (X) only one box.

320 1 ☐ American Indian, Aleut, Eskimo
2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)*
3 ☐ Black
4 ☐ White

44. Are you of Hispanic origin?

321 1 ☐ Yes
2 ☐ No

45. What is your year of birth?

322 1 9 ☐ ☐

46. What is your current marital status?

323 1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

47. How many children do you have who are dependent on you for more than half of their financial support?

324 ☐ Number of children supported — *Continue with 48*
0 ☐ None — *Skip to item 49*

48. What was the age of your youngest child on his/her last birthday? *(If child is less than one year, please enter "0".)*

325 ☐ Age of youngest child

49. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

326 1 ☐ Yes — **How many persons?** → 327 ☐
2 ☐ No

Remarks

SECTION 8 — RESPONDENT INFORMATION

The survey you have completed might involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist in contacting you if you have moved or changed jobs.

50. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and most convenient time to reach you.

PGM 4

Your name 328	Spouse's full name	
Street address		
City	State	ZIP
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ My name 3 ☐ Other — *Specify* _____	
Days/times convenient to reach you		

51. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)

Name 329	Relationship to you	
Street address		
City	State	ZIP
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other — *Specify* _____	

Name 330	Relationship to you	
Street address		
City	State	ZIP
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other — *Specify* _____	

52. Please enter the date you finish this survey. → Month | Day | Year 88

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

FORM SASS-4A (10-30-87)
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Differences between the Public and Private School Teachers Questionnaires

The following items on the Private School Teachers Questionnaire have response options that differ from those for the corresponding items on the Public School Teachers Questionnaire.

Item Number	Response options
11	1. Same as Public 2. Same as Public 3. Deleted 4. Teaching in a different school in this state 5-11. Same as Public
23	1. Same as Public 2. Same as Public 3. Same as Public The Private School Teachers Questionnaire has a fourth "Code for Certification" as follows: 4. Full certification by accrediting or certifying body other than state
37a	1. Same as Public 2. Teaching in another private school 3. Deleted 4. Teaching in a public school 5-13. Same as public
37b	1. Same as public 2. Teaching in another private school 3. Deleted 4. Teaching in a public school 5-13. Same as public